

Enhancing Skimming strategy on ESP College students' Performance in Improving Reading Comprehension

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Abstract

The present study aims to enhance skimming strategy on ESP college students' performance in improving reading comprehension. To fulfill the purposes of this study, 40 second-year students were chosen to be the sample of the present study. Twenty students were enrolled in an experimental group that received instruction through skimming strategy, while the other twenty students were enrolled in a control group, which was taught reading comprehension by the use of the traditional method of teaching reading comprehension. The findings after instruction indicate that the experimental group subjects' performance in reading comprehension has been found to be better than that of the control group subjects on the reading comprehension post-test and that the experimental group subjects show statistically significant increases in the use of skimming strategy. On the basis of the results obtained, it is recommended that skimming strategy should be considered as part of reading instruction courses at the college level.

Keywords: Skimming, Reading Comprehension, ESP, Performance.

1. An Introduction

Reading skill is one of the four language skills needed to students to understand a text written in English. As one of the four language skills in English, reading should be mastered by the students. According to Murcia (1991) reading is the most important language skill for academic success. Reading has become the realization of knowledge and education.

Alderson (1984:1) states that "In many parts of the world a reading knowledge of a foreign language is often important to academic studies, professional success, and personal development. That is why, in language teaching, reading is considered as the most important activity in all areas, not only as a source of information and pleasurable activity, but also as a means of extending one's knowledge of language.

Reading is an interactive process between the reader and the text. Meaning does not just reside in the text; it is rather constructed out of the interaction between a reader's background knowledge and what is in the text. Carrel (1987).

Goodman (1976) argues that reading is a psycholinguistic guessing game that involves "an interaction between thought and language." Efficient reading is not only the result of precise perception and identification of all elements in the text, but rather from the reader's skill to produce the right guesses as with regards to the meaning of unfamiliar words and main ideas in the text .

Referring to Grellet (1981:19) in Winarti (2010:10) states that reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. Based on the statement above, by reading we get information from the text.

Janzen (1996) proposes that strategy instruction is useful in reading contexts because students develop knowledge about the reading process.

There are some reading strategies available to help students with their comprehension at different levels and with different types of text (Prado, 2005).

Block (1986) supports the idea that reading strategies help learners to execute a task identifying which textual cues they have to focus on, to gauge how to make sense of what they read, and to know what to do when they have problems understanding the text.

According to Pennington (2008) skimming helps the reader to access the story schema so as to provide a referential context for the reading.

2. The Problem

Reading is one of the four necessary language skills for those learning English as a second or foreign language (ESL/EFL). Reading is an essential skill that ensures success in academic learning (Alderson, 1984).

In the English for Specific Purposes (ESP) studies, students face demanding tasks of learning subject-matter through English the course of English for Specific Purposes (ESP), students face demanding tasks of learning subject matter through English. The cornerstone of ESP is unfamiliar lexis and subject-matter concepts. In order to succeed, students need to develop proficiency in reading and writing.

(Galina Kavaliauskienė Lilija Anusienė (2010:99)

Alderson (cited by Dudley Evans et. al. 1998:96) showed that "poor reading in a foreign language is due in part to poor reading in the L1, together with an inadequate knowledge of the foreign language. Learners need to reach a threshold level of language knowledge before they are able to transfer any L1 skills to their L2 reading tasks".

Although reading is very useful in language study but there are many problems found in the teaching and learning activity. It is caused by two factors, the teacher and the students. The teacher usually finds the difficulty in teaching the students to understand reading text and what method can be given to create an enjoyable learning environment for students.

The students usually find the difficulty in understanding vocabulary and how to apply good pronunciation in reading activity.

According to Golinkoff (1975), one of the major characteristics of poor readers is that they have the same way of reading for all kinds of texts.

According to Dudley Evans & et. al (1998:80), 'for reading, where the learners' grammatical weaknesses interfere with comprehension of meaning and form can be taught in context through analysis and explanation.

Ismi (2003: 516) shows that reading materials written in foreign language are considered difficult and this difficulty might be due to the limited vocabularies, getting idea of the text, and failure in comprehending the text.

The problem now is that most students still have difficulties in comprehend the text they are reading. They have to read the text over and over in order to get the general understanding of the text, answering reading comprehension test will be time consuming if they use inappropriate strategies.

Another problem is that not every detail of information in the passage is needed to answer the reading questions but students usually read the reading passage word by word. Reading a text word byword also makes them quickly forget what they have read.

As Nel, Dreyer and Kopper (2004:95) see it, reading for university courses is demanding as students need to complete a large quantity of reading in a limited amount of time. Students need to 'use what they read for purposes such as absorbing, analyzing and summarizing information' through identifying specific issues, questions or misunderstandings to 'raise in seminars, with subject tutors, or critique in oral presentations or in written work'

Teachers mostly practice traditional teaching methods which focus on reading and writing skills but productive skills such as speaking is given no importance. As a result this skill is neglected, as Hodson (2006:2) pointed out, "the explicit teaching of speaking and listening has been neglected".

Farstrup (2002) stated that teachers should be aware and knowledgeable of many instructional methods and strategies available to promote students' reading comprehension and motivate students towards reading, promote their interest and encouragement in reading comprehension, develop their reading comprehension skills, and aid them in accomplishing reading comprehension tasks successfully.

According to Wenden (1985), and Oxford (1990:16-17), learner strategies allow learners to take responsibility for their own language learning.

Many students with disabilities are taught strategies but they do not know how to recall those strategies when they are engaged in reading (Jitendra, 2011).

There has been great deal of interest in skimming over the past decade. According to Pennington (2008) skimming helps the reader to access the story schema so as to provide a referential context for the reading. In other words, skimming helps the reader to learn in advance what text the gist of the reading passage is, while reminding the reader of any background information and knowledge of how the writing is organized that will assist the reader in understanding the text.

3. Significant

Reading is an essential skill that ensures success in academic learning (Alderson, 1984). Research on reading reports strong support for the positive relationship between the students' reading process and their ability to

comprehend what they are reading. Further, reading process and reading ability will directly help the students to excel academically (Alderson, 1984, Carrell, 1991; Clarke, 1979; Cziko, 1978).

Patel and Jain (2008:113) state "Reading is an important activity in life with which one can update his or her knowledge". According to Rivers (1981:147) the most important activity in any language class is reading. Reading is not only a source of information and a pleasurable activity, but also a means of consolidating one's knowledge of a language. "It is a complex organization of mental processes and can embrace all kinds of thinking, evaluating, judging, imagining, reasoning and problem-solving". (Hoover and Gough, 1990:127)

According to Idol (1997), to getting reading proficiency in L2, can be the consequence of awareness in the (reading) process. reading comprehension is not the sole responsibility of the students; the teachers, in their role as facilitators, should investigate and incorporate effective and efficient strategies or techniques in the field of reading comprehension to help students to understand a text, regardless of how difficult it may be.

Reading skills are required to achieve academic goals and to do well in today's knowledge-based economy. According to Cummins (2008), reading is critical to all aspects of academic achievement. Hunter (2009:38) also believes that "reading is a way to empower and vitalize students in their current lives and for [the] future". Thus, English teachers are endeavoring to find ways to encourage improvement of students' reading skills.

Recent instructions on reading concentrate on teaching the readers rather than teaching texts (Haas & Flower, 1988). Thus, the contemporary methods of teaching focuses on explicit teaching of reading skills and strategies to the students, which will help them to understand the mental processes that are associated with reading like content, textual features, rhetorical elements, and cultural background (Susser & Robb, 1990).

Teaching reading skills to non-native speakers of English involves unique problems and challenges of all conceivable levels of instruction. Students clearly need help in learning to read in a foreign language. (Celce-Murcia (2001)

It is believed that the effective use of learning strategies is an important factor for successful language learning, and that students may need a range of strategies to regulate their own learning (Marsh, Hau, Artelt, Baumert, & Peschar, 2009; Zimmerman & Martinez-Pons, 1990).

As mentioned by Carrell (1998), successful use of a reading strategy depends on meta-cognitive application of such strategy. In other words, successful readers are both aware and flexible in the use of different reading strategies needed to accomplish a task.

Janzen (1996), Winograd and Hare (1988), and Karbalaei (2001) have focused on the reading strategies that readers use here and throughout in processing written input and have made some suggestions on how to teach reading comprehension in foreign language (FL) / second language (SL) context.

Block (1986) supports the idea that reading strategies help learners to execute a task identifying which textual cues they have to focus on, to gauge how to make sense of what they read, and to know what to do when they have problems understanding the text. The reading strategies involved in this process range from the simplest (e.g. scanning, guessing word meaning, previewing), to the most complex (e.g. summarizing, making inferences, and identifying tone)

Without reading proficiency, second language readers cannot perform the knowledge and perform speaking English as well. That reading is not passive, but rather than active, and in fact an interactive, process has been recognized for some time in first or native language reading. (Carrell, 1996: 1)

4. The Aim of the Study

In relation to the research problem, the study aimed to find the enhancing of skimming strategy on ESP College students' Performance in Reading Comprehension.

5. The Hypothesis

It is hypothesized that:

- 1-There isn't a statistically significant difference between the experimental and the control groups' subjects on students' reading scores taught by Skimming strategy rather than taught without skimming strategy.
- 2-There is a significant differences between the experimental and the control groups' on students' reading scores taught by skimming strategy rather than taught without skimming strategy.

6. Limits of the Study

This study is limited to:

1. ESP second-year college students in the College of political sciences / Al- Nahrain University during the academic year (2017-2018).
2. The prescribed textbook is "New Headway-pre-intermediate" by John and Liz Soars (2016)

7. Definitions of Basic Terms

• Reading comprehension

The word reading, based on Cambridge Advance Learner's Dictionary can be defined as "as a noun of written text, the skill or activity of getting information from books, while as a noun of understanding, the way in which you understand something". (2008)

It is the process of decoding printed symbols into phonological forms in order to have access to the meaning of the printed material (Ziegler & Goswami, 2006).

Goodman (1988) defined Reading as the process which requires readers to make the interpretation of graphic signs, delineates reading in a variety of ways, i.e. matching sounds to letters" (P, 11-12).

Reading comprehension is not possible without the ability to pronounce the printed word (recording); reading comprehension is to understand a text that is read or the process of constructing meaning from a text. (Decant, 1971:312)

• Skimming

According to Nutall (1996:49), skimming is the 'process of rapid glancing through a text either to search for a specific piece of information (a name, a date) or to get an initial impression of whether the text is suitable for a given purpose'.

It is used by readers to get "a general idea about the content of printed materials through reading the text quickly i.e. in this strategy, readers will look for something quite specific or get general ideas before putting effort into close reading" (Grell et, 1999: P, 2-25).

• ESP

By the term English for Specific (or Special, Specified, Specifiable) Purposes is meant that type of language learning which has its focus on all aspects of language pertaining to a particular field of human activity (Wright, 1992: 3). In other words, it is a way of teaching/learning English for specialized subjects with some specific vocational and educational purposes in mind. In ESP syllabus, the teaching content is geared to the special language 'repertoire' pertaining to the specialized aims that are required of the learners.

• Performance

-It is an activity (such as singing a song or acting in a play) that a person or group does to entertain an audience. : the way an actor performs a part in a play, movie, etc. : the act of doing a job, an activity, etc.) (Merriam Webster dictionary, 2018)

-It is the action or process of performing a task or function.

2. Theoretical Back ground

2.1. Reading

According to Nation (2004), reading is one of the most important academic skills needed by students as a source of knowledge and enjoyment.

Reading is defined as "the meaningful interpretation of written or printed verbal symbols and a result of interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skill, and knowledge of the world (Albert. J. et al as cited in Thao Le Thanh, 2010). Moreover, Rumptz (2003) explains this in his words "Reading is a complex process. It involves visual action in analyzing printed letters, and then identifying these letters as the components of words, until reaching the interpretation of the meaning of these words".

(Kustaryo, 1988:2) define reading is an active cognitive process of interesting with print and monitoring comprehension to establish meaning ,he adds that reading is combination of word recognition and intellect and emotion interrelated with prior knowledge to understand the message communicated .

Reading skill have been also defined in different studies: Rios and Valcarcel (2005:60) assert that reading is a process that begins with the decoding of symbols, continues with the understanding of the written piece and finishes with the internalization of the information thanks to the background knowledge and experience .

2.2. The Aims of Reading

There are the aims of reading, described by Grellet (1981:4) in Winarti (2010:10) such as:

a. Reading for pleasure:

If you read for pleasure you have enjoyment and you can prepared for read such as you decide to sit in your comfortable chair or prop yourself up in bed ready to relax with your book and you can find out what happens.

b. Reading for information

Reading for information use when the students read and written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations.

It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. Reading for information materials do not include information that is presented graphically, such as in charts, forms, or blueprints.

2.3. Reading Comprehension

Reading comprehension is defined as “the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text.”(Harris & Hodges, 1995:39)

Reading comprehension is a highly process that takes place between a reader and a text, as Durkin (1993: 16) explained that it is “international thinking during which meaning is constructed through interaction between text and reader”.

Reading comprehension is the process of simultaneously extracting and constructing meaning through instruction, and involvement with written language. It consist of three elements the reader, the text and the activity or purpose for reading. (Snow, 2002: 7)

Keene and Zimmerman (1997:47) state, “teaching reading comprehension is mostly about teaching thinking .

2.4. The Importance of Teaching Reading

Reading is the most important of all skills for most language learners in general and for EFL learners in particular, (Farhady et al, 2006). And also, they believe that among all skills, reading is the most important of them for most language learners and specially EFL learners. Farhadi (2005) stated that nowadays reading is one of the most useful and necessary skills for people.

Teaching is probably the most important variable in determining beginning reading achievement. Much of student’s success in beginning reading is accounted for the instructional procedure found in the classroom.

Bonomo (1973:119) in Tarigan (1979:8) said reading is bringing meaning to and getting meaning from printed or written material. It means that each reading text contains a certain message including the meaning of that message from the writer. Certainly, by reading text the reader will get more meaning from the writer’s message. It can be inferred that readers will understand the message and get lot of information from the reading text. So, when readers skim and scan the text properly, they can understand the text partly and this may increase their knowledge. The ultimate objective of teaching reading comprehension is to help the students promote and enhance their reading competence or reading skill in the target language. In teaching reading comprehension, teacher needs to design comprehension activities that correspond to the purpose of the reading.

Reading is usually conceived as a solitary activity in which the reader interacts with the text in isolation” Nunan (1991: 72).

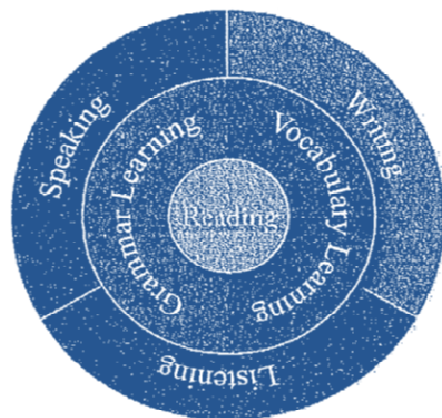


Figure 1 Placing reading at the core of language learning instruction (Anderson, 2008:219)

2.5. Kinds of Reading Technique

According to Franchoise Grellet (1992:177), there are four kinds of readings techniques:-

a. Intensive reading

Intensive reading is reading shorter to extract specific information. This is more an accuracy activity involving reading for detail.

b. Extensive reading

Extensive reading is reading longer text, usually for one's own pleasure. This is a fluent activity, mainly involving global understanding.

c. Scanning

Scanning is quickly going through a text to find a particular piece of information.

d. Skimming

Skimming is quickly running one's eyes over a text to get the gist of it.

1. Intensive Reading

It refers to a high degree of comprehension and retention over a long period of time, in other words, it is reading in depth or carefully to comprehend a given text for example; studying it line by line, using the dictionary, comparing, analyzing, translating, and retaining every expression that it contains.

Brown (1988) explains that intensive reading "calls attention to grammatical forms, discourse markers, and the surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like" (P, 400-450).

The intensive reading technique is reading for a high degree of comprehension and retention over a long period of time. It is basically a study technique for organizing readings that will have to be understood and remembered. One may have good comprehension while reading line-by-line, but remembering is what counts. Intensive reading is not a careful, single reading, but is a method based on a variety of techniques.

2. Extensive Reading

Extensive reading means rapid reading. Bamford et al (2004:1- 4) defined "Extensive reading is a language teaching procedures where learners are supposed to read large quantities of materials or long texts for global understanding, the principal goal being obtaining pleasure from the text".

Hafiz and Tudor (1989) define extensive reading as "the reading of large amounts of material in the second language over time for personal pleasure or interest, and without the addition of productive tasks or follow up language work".

Extensive reading involves reading longer texts for understanding the general idea with more emphasis on meaning than on the form (Carrell and Carson, 1997). In case of ER the students are not usually required to display comprehension to a degree as detailed as they would in an intensive reading program.

3. Scanning

A scanning technique is a technique which deals with the ability to find out the specific information in the text. Gellert suggests that the scanning technique is quickly going through a text to find a particular piece of information. (Francoise Grellet, 1981:4)

With this technique, the students look for specific information within a text such as dates, names, places, among others. According to Maxwell (1970) scanning, which is defined as the ability to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most developmental reading courses.

In scanning, the reader wants to examine closely using a regular plan or fixed without making a search for something looking at quickly without careful reading is often looking for a particular thing. We can find that scanning is the type of reading when reader wants to exam closely to look over quickly and systematically of left through hastily.

Brown (2001:308) said that scanning means quickly searching for some particular pieces of information in a text. It is said that by using scanning, reader only needs to extract specific information without reading throughout the whole text. Scanning is usually used to look for names or dates, or to list a certain number of supporting details.

4. Skimming

There has been great deal of interest in skimming over the past decade. According to Pennington (2008) skimming helps the reader to access the story schema so as to provide a referential context for the reading. In other words, skimming helps the reader to learn in advance what text the gist of the reading passage is, while reminding the reader of any background information and knowledge of how the writing is organized that will assist the reader in understanding the text. In addition to providing main idea to readers, other research (Melvin, 2006) also shows that enjoying through skim reading in the comfort of knowing it will enable readers to increase their overall reading speed.

It is supported by Djuharie (2008:12) who claimed that skimming refers to look at the text quickly for getting the main idea from the text. It may be true that by using skimming, readers don't need to read the whole text. They only need to look at the text quickly and find the main idea of the text. So, they wouldn't waste their time when they are reading the text.

According to Liao (2011), skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Moreover Brown (2004: 213) asserted that "skimming is the process of rapid coverage of reading matter to determine its gist or main idea."

Furthermore, there are steps in applying skimming strategy, those are:

1. Read the title.
2. Read the introduction of lead paragraph.
3. Read the first paragraph completely.
4. Read the first sentence of each remaining paragraph.
5. Dip into the text to looking for clue words, proper noun, unusual words, enumeration, qualifying adjective, typographical cues.
6. Read the final paragraph completely

2.6. The Advantage of Skimming

There are some advantages of skimming as stated by Grellet (1981:19) in Winarti (2010:15), there are as follow:

- a. Skimming can help the students go through the reading material quickly in order to get the gist of the text.
- b. Skimming help the students to know how the text is organized.
- c. Skimming help the students to get an idea of the tone or the intonation of the writer.

It means that, by reading using skimming the students can make reading material easier and

Students to know how the text is organized and the students can improving an idea of the tone or the intonation of the writer.

3. The Procedures

3.1. The Design of the Study

In investigating the enhancing of skimming strategy, two classes from two departments of second grades were selected, namely, the Strategy and the International Economic Relation Departments. The first-class is used as a control group and the other class as an experimental group which acquired some treatments by conducting skimming strategy. This research uses a quasi-experimental design. This design was employed by considering the feasibility of the research conducted.

3.2. Population

The populations in this research were the second grade college students in the college of political sciences at Al-Nahrain University for the academic year of 2016/2017,

The total number of the four departments in the college is 95 students.

3.3. The Sample of the Study

The sample of this study consists of 40 second grade students who study English for specific purpose their ages are between 19 and 22.

The sample was chosen as it is the available sample for the researcher's. The two sections were chosen randomly between controlled and experimental. Section A was the experimental while section B was the controlled one. Twenty students were in each section.

3.4. The Materials

In this research, the writer gave the treatment used skimming strategy and it is given after pretest. The students in treatment group were provided regular practice of skimming over material before reading in detail. They were asked to skim the text to get the main idea and to tell it to the teacher before reading it completely.

The reading texts were chosen from New Headway (Pre-Intermediate level) 4th edition, they were taught as their course book according to the instruction of the Iraqi Ministry of Higher education and Scientific Research.

4.5. The Instrument of the Study

To achieve the aims of the study, two kinds of instruments were used in collecting the data. Each of the instruments was important to answer the problem stated in the research, written test and questionnaire.

1-The written test

The written test focused to answer the first question that covers pretest and post-test for both of the experimental and control groups. The written test was validated and measured its reliability by the teacher of the class, so this test worth given to the students.

This exam was given after the experiment to find out the enhancing of skimming strategy on the students' performance in reading comprehension.

2- Questionnaire

It was given for students who get treatments. The questionnaire gave information about students' response of skimming strategy in learning of recount test to improve students' skills in answering the questions.

The questionnaire was distributed in order to investigate the students' response towards reading comprehension of descriptive text using skimming strategy. The questionnaire consisted of 10 statements that related to the aspects of reading (main idea, supporting details, inference, reference and vocabulary). (See Appendix A)

The result of questionnaire was scored based on Likert Scale.

The scores range from 1—5. As shown in table 1

Table 1
Table 1 Specification Scale of Score of Questionnaire Answer Alternatives Scale of Scores

Answer Alternatives	Scale of Scores
A. (Strongly Agree)	5
B. (Agree)	4
C. (Neutral)	3
D. (Disagree)	2
E. (Strongly disagree)	1

3.6. The instruction of lesson plan

The researcher (the teacher) tries to explain and give an idea about the skimming strategy with some examples to the experimental group to be sure that each student learned how to use it properly. The teacher provided the accompanying activities so that students were motivated to use the target passages which were selected from New Headway for Pre-Intermediate (student book).

The treatment phase consisted of two sessions of instruction in each week typically 50 minutes in duration and lasted for eight weeks from October to December 2017, and in both groups the teacher was the same.

During the treatment, the researcher gave students limited time in some activities. She gave 2 minutes to the students to find out or underline the verb words in the passage. At the first meeting they read the passage word by word, not to skim- the text so that they were slow to find the words. The researcher also gave limited time (2 or 3 minutes) when exercising the students in multiple choices. At the second meeting, the students getting better to use skimming- to save their time in answering questions although most of them still slow in reading comprehension, but the next meeting they became faster and faster to find and answer the questions.

3.7. The pilot study

Pilot Test is held by the writer outside the two classes, experimental and controlled groups. The class of pilot test is second graduate students from another department in the same college. It was conducted to check whether the test measures what is intended to be measured. Antes for multiple choices application is used to measure the validity and reliability of the data. The researcher make 20 multiple choices in conducting pilot test.

3.8. The Validity of the Exam

Lodico et al. (2006: 190) stated that validity is concerned with whether a test measures what it is meant to measure .

The researchers gave the exam to university professors, supervisors and teachers of English language at schools. They were asked to see the validity of the exam whether it is related and appropriate or not. All agreed that the exam was suitable and can evaluate the students' reading performance The researchers computed the correlation coefficient between the degree of item and the total degree on the reading exam. The item was accepted whenever the correlation coefficient was 0.30 and statistically significant. According to this criterion, all of the items were accepted.

3.9. The Administration of the Test

To measure the students reading performance, the students read 5 texts extracted from

New Headway (Pre-Intermediate) had content at a level similar to what students at their level usually read. The students were told that they would be 10 questions about each text after they have studied each one completely. The allotted time to test administration was 25 minutes. The obtained scores from the two classes were statistically analyzed and compared to figure out whether there was any significant difference between the control and experimental groups in terms of their reading ability.

3.9.1. The Pre test

A reading performance test was selected from New Headway (Pre-Intermediate student's book) and administered to all the participants in both the experimental and the control groups twice, once as a reading pre-test before embarking the study and another time as a post-test at the end of the study. The topics of the test were related to the topics of the students' textbook taught in the class. (See Appendix B)

The pre-test consisted of 5 passages taken from the above mentioned book, each passage consist of 10 questions.. Students answered each questions and would get 10 for score if all of the answers correct and zero (0) for wrong answer or no answer.

3.9.2. The Scoring

To acquire valid score that defines students' performance in the test, it needs clear criteria to assess their work. To qualify this need, the writer will calculate the score of the students in the test. Basically, the method is the same for multiple choice and short-answer items test, it is bay counting the how many numbers true and how many number false. Then, based on that numbers, the writer gives the score in range 0-10 point

3.9.3. The Post-test

Post-test means that after the researcher presented the material to the student, this test was used to compare the students' improvement after treatment was given.

Posttest was used to examine the enhancing of the skimming strategy on ESP students 'performance in reading comprehension.

The test was constructed in the form of multiple choice tests item and consisted of ten questions for each text. Students answered each question by crossing the options included in answer sheet. The selected five passages were from the same book with different length.

Students gotten score for each correct and zero score for wrong answers or no answer. Control group was still taught by using conventional technique .(See Appendix C)

3. 10.Reliability of the Test

To establish the reliability of the test, it was given to the same pilot study two weeks after the pretest application according to the test and retest procedure; Pearson correlation coefficients between the first and the second application were used. The result of the internal-consistency of the test was 0.86, the stages of reading ranged between 0.80-0.95.

4. Results and Discussions

4.1. Data analysis

Based on the research result findings, the data showed that the differences of students reading comprehension after treatment are influenced by treatment given to them. It was proved by the result of statistical data analysis which indicated to the students' progress. Therefore, it can be concluded that there was a significant difference of students' reading performance before and after being taught by using Skimming Strategy. In analyzing the data from the pre-test and post-test, the researcher used the statistical calculation of T-test.

The results are shown in the following tables.

Table 2

The Independent t-test comparing the performance of the two groups on the reading pre-test

Group	No.	Mean	SD	T .Test	df	Significant differences
Control	20	5.05	1.637	1.915	48	0.063
Experimental	20	5.15	1.316			

In order to ensure whether there is any significant difference between the two groups in their reading performance in the pre-test, t-test formula has been used. The mean score of the reading performance of the experimental group 5.15 and it is 5.05 for the control group. It reveals that there are no statistically-significant differences between the experimental and control groups at the significance level of 0.05 in the pretest which indicates the equivalence of the two groups.

This means that there is no statistically significant difference between the two groups in their reading comprehension performance in the reading (See Table 2)

Table 3

The Independent t-test comparing the performance of the two groups on The reading post-test

Group	No.	Mean	SD	T .Test	Significant differences
Control	20	6.06	1.231	9.121	0.00
Experimental	20	10.00	1.239		

Table 3 shows that there is a statistically significant difference between the control and experimental groups at the significance level of 0.05, in the post test in favor of the experimental group. As the mean score and standard derivation for the control group are 6.06 , 1.231 respectively, while in the experimental group is 10.00, 1.239 Thus, the first hypothesis which states "there is no statistically significant difference between the mean score of the experimental group subjects and that of the control group subjects in reading performance" is rejected.

Table 4

Paired t-test comparing the performance of the experimental group on the reading pre-and post-tests.

Group	Pre test		Post test		Student T-value	Significant differences
	The median	Standard deviation	The median	Standard deviation		
Control	5.05	1.637	6.60	1.231	3.639–	0.002
Experimental	5.95	1.316	10.00	1.239	11.522–	0.000

Table 4 shows that there are statistically significant differences between the pre and post-performance test at the significance level of 0.05 for both the control and experimental groups. The mean score in the control group is 5.05, while in the experimental group is 5.95 in the pre-test and the mean score in the post test control group is 6.60 for the control group and 10.00 in the experimental group.

It is observed that the development of the students' performance for the experimental group is greater than that of control group.

As a result, there is a remarkable difference between the experimental and control group which confirmed the importance of skimming strategy on ESP College students' Performance in reading comprehension

4.2. Discussion

The results of the study showed that the students of experimental group improved their reading after treatment by using skimming strategy. During the treatment process, the researcher focused on improving reading skills through skimming strategy, while the students in the control group were not used to use skimming strategy found difficulties in doing reading exercises, because they did not understand the texts. The students thought that to understand a text they needed to know the meaning of every word. After conducting skimming strategy, the students realized that they did not need to know the meaning of all the words in a text in order to get the main idea. The change of the students' habit from reading word by word to skim- the passage to answer the reading questions help students in their accelerated reading comprehension. According to Brown (2004: 213) skimming is the process of rapid coverage of reading matter to determine its gist or main idea.

5. Conclusions and Suggestions

5.1. Conclusions

Based on the research result findings, the data showed that the differences of students reading comprehension after treatment are influenced by treatment given to them. It was proved by the result of statistical data analysis which indicated to the students' progress. It was found that the performance of the students in the control and the experimental group improved significantly in reading comprehension scores. However, the strongly significant differences occurring in the experimental group's post-test comprehension performance when compared to the pre-test indicate that using of skimming strategy can improve students' reading comprehension performance. Therefore, it can be concluded that there was a significant difference of students' reading comprehension performance before and after being taught by using Skimming Strategy.

5.3. Recommendation

In the light of the findings of the study the following recommendations are suggested:

- 1- It is recommended to carry out more studies on the effect of skimming strategy on other English skills as writing and speaking activities .
- 2- Teachers should train their students on how to use reading strategies in reading text.
- 3- The teachers should occasionally provide the students opportunities to perform the strategy of skimming as an alternative reading strategy to improve their reading comprehension.
- 4- Teachers should encourage their students to use effective reading strategies.
- 5- Students should practice in using skimming strategy in reading through themselves any foreign language texts.
- 6- Students should use these strategies which help them in guessing the new words in the context.

5.4. Suggestions

There are several suggestions proposed for the next studies in the similar field as the present research;

- 1- The teachers should occasionally provide the students opportunities to perform the strategy of skimming as alternative reading strategies to improve their reading comprehension.
- 2- The teacher should pay attention more by giving clear instruction before students use skimming strategy by their own selves.
- 3- Further researchers should try to analyze the use of skimming strategy to improve students' ability in other English activities.
- 4- Designers who are design reading comprehension course should focus on reading strategies.

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Appendices

Appendix (A) The Students' Questionnaire

Dear student,

We would be deeply grateful if you fill in the following questionnaire for a research on the use of skimming strategy to achieve comprehension in reading. To answer the questionnaire, please choose the right answer you think most appropriate.


Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1-Skimming strategy increased my interest in learning English.					
2-Skimming strategy facilitated me to find the main idea in the text.					
3-Skimming strategy facilitated me to predict the content of the text					
4-Skimming strategy helped me to save the time in reading and understanding the text.					
5-Skimming strategy facilitated me to specify the reference.					
6-After skimming strategy was being applied; it was easier to answer the questions.					
7-Skimming strategy facilitated me to find the specific information from the text.					
8-Skimming technique facilitated me to understand the difficult words.					
9- Skimming strategy help me by getting the material faster.					
10- Skimming strategy helps me to predicate the events of the text.					

Would you like to add any suggestion or comment?

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.....
.....
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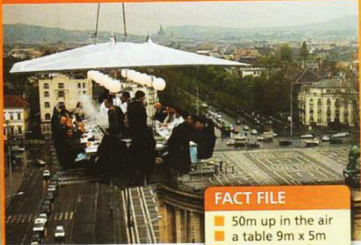
Thank you for your collaboration

Appendix (B) Sample of Reading comprehension Pre-Test



No ordinary place to eat!

Dinner in the Sky



FACT FILE

- 50m up in the air
- a table 9m x 5m
- diners hang from a crane
- there isn't a loo

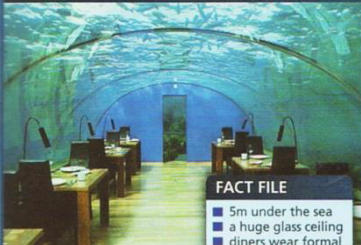
Dinner in the Sky is for people who want more than a little excitement when they go out to eat. They sit at a huge table which hangs from a crane fifty metres in the air. It's not a good idea for people who are afraid of heights or for those who don't have much money. It costs £10,000. The twenty-two diners wear seat belts and relax and enjoy the views while the chefs prepare the finest food in front of them. The restaurant opened in Belgium in 2006, but now has branches in Paris, Dubai, Florida, and Las Vegas.

David Ghysels, the Belgian organizer says, 'We realized that people were bored with going to the same old restaurants. They wanted to try something different. The sky's the limit with us!'

The crane is checked carefully before every sitting. The table is 9m x 5m and weighs six tonnes. In the centre there is a sunken platform for the chef and two waiters. The food is delicious, but most guests don't feel like eating until after a few drinks! Then they also get the courage to look down at the ground where tiny people are looking up in amazement and waving.

Dinner in the Sky is very exciting and the food is good, but there are problems. For example, even in quiet weather conversation is difficult because of the wind. Guests shout to each other across the table. Also, the loo. You can't go to the loo until the table descends again. Difficult for some! But later, back on earth, after a visit to the loo, the guests have a great experience to talk about.

Ithaa Undersea Restaurant



FACT FILE

- 5m under the sea
- a huge glass ceiling
- diners wear formal clothes
- they eat face-to-face with sharks

Welcome to the Maldives and the first underwater restaurant in the world. The **Ithaa Undersea Restaurant** on Rangali Island sits five metres below the Indian Ocean. Ithaa means 'pearl' in the Maldivian language and the guests are like pearls in a glass oyster.

It's not cheap – about £160 for dinner – and there aren't many seats, only a dozen, so it's not easy to get a reservation even if you've got enough money. However, it is easy to get to. You don't need to be a swimmer or a scuba diver, but you do have to wear formal clothes. You simply descend to the restaurant down some spiral stairs.


The manager, Carlton Schieck says, 'We have used aquarium technology to put diners face-to-face with the fish. Our guests are speechless at the colour and beauty of the underwater world. They can enjoy the views and the fine food and not get their feet wet.'

The views are spectacular. In the crystal-blue sea, a few metres from your head, there are sharks, sting rays, turtles, and thousands of tropical fish looking at you as you eat. There is also a fabulous coral garden to add to the colour. The experience is both romantic and magical – and you can guess what's on the menu!

The restaurant opened in 2004 and cost over £3 million to build. In April 2010 it also became a hotel. If you want more excitement and would like to sleep underwater with the fish, you can do this for just £7,500 a night!

However, an underwater building can't last forever. It is thought that it will have a life of about twenty years.

's Baggers Restaurant



FACT FILE

- no waiters
- food lands from above
- email as you eat
- eat now, pay later
- no tips

Germany likes to call itself *The Land of Ideas* and **'s Baggers Restaurant** in Nuremberg is certainly an amazing idea. It's a restaurant with no waiters to serve you. You do everything for yourself with touch-screen TVs and computers. It opened in 2007 and is the first automated restaurant in the world.

When you arrive you pick up an **'s Baggers** credit card and go to sit at a big, round table with three or four computer screens. You put your card into the computer and order your meal by touching the pictures on the screen.

You don't see the chefs. They are in the kitchen high above you. They're real men, not machines (at least not yet). The food is all freshly cooked and when it is ready it is put in a pot and sent down a spiral tube where it lands on the table in front of you. This gives a new meaning to fast food! The TVs are connected to the Internet, so if you get bored while waiting, you can send and receive emails and text messages.

A businessman called Michael Mack had the idea for **'s Baggers**. He decided that waiters were unnecessary and too expensive. 'You don't need waiters to run to and from customers taking orders to the kitchen and back.' Mack is planning to open more restaurants and now has the patent for the idea.

The meals are not too expensive – about €8 (£6) a portion. And if you want you can pay by direct debit at the end of the month. And something else that saves money – there is, of course, no need to leave a tip!

Q:-Read the text carefully and answer the questions below.

- 1-What is the passage mainly about?
- 2-When and where did the restaurant open?
- 3-Who is David Ghysels ?
- 4-Is there any waiters in the restaurant?
- 5-What was David's opinion about the restaurant?
- 6-Who is Michael Mack?
- 6- What are the problems that face the dinner in the sky?
- 7-What did the manager Carlton Schieck say?
- 7-How much did the restaurant coast?
- 8-Is there any waiters in the restaurant?
- 9-Are the meals in the restaurant expensive?
- 10-How does the restaurant work?

Appendix (C) Sample of Reading Comprehension Post-Test

The Wonders of our Universe

There are two things that are impossible for us to understand about the Universe.

Part 1 > The Earth

The Earth is the only place in the Universe where life is known to exist. It has all the conditions that are suitable for supporting life.

- It is a **perfect distance** from the sun. If it was closer, there would be too much radiation. The Earth would be too hot, and all the oceans would evaporate. If it was further from the sun, it would be too cold, and the planet would be covered in ice.
- The Earth **rotates** on its axis, so the whole surface is warmed and cooled once a day every day. If it didn't rotate, one side would be permanently hot, and the other cold.
- It is at an **angle** (23.5°) to the sun, which gives us our seasons. At different times of year, the northern hemisphere gets more or less sunlight than the southern hemisphere. Without seasons, our weather would be too extreme.
- 70% of the Earth is covered in **water**. If there was no water, there would be no life.
- Our **atmosphere** blocks harmful solar radiation, but allows enough heat from the sun to warm us.
- The earth is the **right size**. If it was bigger, gravity would be much stronger, and we wouldn't be able to move. If it was smaller and gravity was weaker, it wouldn't hold our oceans.

Part 2 > Our Solar System

The Earth is part of our solar system. At the centre of this is the sun, which is the solar system's star.

Our solar system consists of the sun and objects connected to it by gravity – eight planets and some moons. The four smaller planets, Mercury, Venus, Earth, and Mars, are made of rock and metal. The two largest, Jupiter and Saturn, are called the gas giants. They consist mainly of hydrogen and helium. The two furthest from the Sun, Uranus and Neptune, consist of ice.

> Our Galaxy

Our solar system is part of the galaxy known as the Milky Way. It is about half way out from the centre.

Our sun is just one of the stars in the Milky Way. One of between 100 and 400 billion stars.

Our solar system goes round the centre of the Milky Way once every 250 million earth years.

> The Universe

Our galaxy is just one of more than 170 billion galaxies in the observable Universe. The Universe is probably infinite. There is no end to it.

Part 3 > The End

Our sun is getting hotter. In one billion years' time, the Earth will become too hot for water to exist, and all life will end. Our sun will continue to burn until it uses all its supply of hydrogen. In five billion years' time it will expand, then explode and become a red giant. After that it will collapse and become smaller than the Earth.

Some scientists believe that the Universe will continue to expand. All the stars, every single one, will burn out and it will go dark. The temperature will drop to zero. This will happen when the Universe is 100 trillion years old. After that, there will be nothing. Forever.

The Life Cycle of the Sun

How Gradual warming Red Giant Planetary Nebula White Dwarf

Billions of Years (approx.)

1 2 3 4 5 6 7 8 9 10 11 12 13 14

> The wonder of it all

There is a short period of time in the early years of the Universe when life is possible. This period, in the history of time, lasts just a second, a flash, a click of the fingers.

That miraculous time is **now**.

We are in the **most precious place** at the **most precious time**.

And it's now!

Q: - Read the text carefully and choose the right answer of each question.

- 1-The passage is mainly about -----
a-the earth b- the universe c-the solarsystem d-the wonders
- 2-The earth is too-----
a- warm b- calm c- hot d- cold
- 3-The earth is covered with water -----
a-50% b- 70% c-30% d- 100%
- 4-There isnt life when there is-----
a- No water b-water c-air d-sun
- 5-The earth is part of our -----
a- oacen b-life c-solar system d- Universe
- 6-Our solar system consist of -----
a-ten plants b-eight plants c-sun and moon d- sun and objects
- 7-The four smaller plants are made of -----
a-ice b- gas c-metal d- rocky metal
- 8-Our galaxy system is part of galaxy known as -----
a-The center b-stars c- galaxy d-milky way
- 9-Our son getting hotter in -----
a-the end of life b-five billion years c-billion years d-one billion year
- 10- The temperture will drop to zero -----
a-When the universe is 100 trillion years old
b-when stars go dark
c-when all stars burn out
d-when the universe continued to expand